

**Reviewer**

CP#

8041

**Please enter your Legal Entity number:**

LE

0310

**Please enter your School Code**

SC

0413/0414/0415/0416

**Are all profile components present?**

☒ Yes

☐ No

**Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.**

☒ Yes

☐ No

**Academic Performance - Indian Education for All and American Indian Achievement:**

☐ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts

☒ Satisfactory answer

☐ Response does not address the question

☐ Answer is too general / Please be more specific or expand upon your answer

☐ Answer does not address Indian Education for All

☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

**Efficiency - Are all components present?**

☐ Yes

☒ No

**What efficiency components are missing?**

Did not do correlates 4 - 9.

**Learning Environment - Are all components present?**

- ☐ Yes
- ☒ No

**Mathematics - Are all components present?**

- ☒ Yes
- ☐ No

**Mathematics - Goals:**

- ☐ Goal(s) address specific math standard(s): Number Sense and Operation, Data Analysis, Geometric Reasoning, Algebraic and Functional Reasoning.
- ☐ Goals are data driven.
- ☐ Goal(s) is too general (doesn't include number of students or to what level of improvement).
- ☒ Mathematic goal lacks specificity, what grade levels are targeted
- ☒ Mathematics goal is not measurable as stated

**Mathematics - Identified Strategies:**

- ☐ Strategies are clear and focused.
- ☐ Rational is given for choice of strategies.
- ☐ Specific and research-based strategies stated.
- ☐ Strategies are measurable.
- ☐ Method, materials, and timeframe for implementing strategies are indicated.
- ☐ Strategies are based on realistic expectations.
- ☒ Mathematics identified strategies are unclear and/or lacks specificity.
- ☐ Mathematics identified strategies do not support stated goal.

**Mathematics - Professional Development:**

- ☐ Ongoing and sustainable professional development is evident.
- ☒ Needs assessment drives professional development.
- ☐ Follow-up plan is included for continued professional development throughout the year.
- ☒ Topics or content of professional development matches goal and strategies.
- ☐ Commitment to plan and its components is evident.
- ☐ The implementation of new resources (math program, curriculum, and/or textbook/materials) is supported by professional development for the impacted staff throughout the year.
- ☐ Evaluation of the student data is used to assess the impact of professional development.
- ☐ Mathematics professional development goal is unclear and/or lacks specificity.
- ☐ Mathematics professional development goal does not support stated goal.

**Reading - Are all components present?**

- ☒ Yes
- ☐ No

**Reading - Goals:**

- ☒ Reading goal based on CRT data.
- ☐ Reading goal is unrealistic for a school year.
- ☒ Reading goal lacks specificity, what grade levels are targeted?
- ☒ Reading goal is not measurable as stated.

**Reading - Identified Strategies:**

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☒ Identified strategies are generalized.
- ☐ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☐ Consider multiple sources of measurement to collect reading achievement data.

**Curriculum Development - Are all components present?**

- ☒ Yes
- ☐ No

**Curriculum Development: (District)**

- ☒ Curriculum development goal is measurable.
- ☐ Curriculum development goal is not measurable.
- ☐ Curriculum development goal based on consortium revision cycle.
- ☐ Measurable objective not included in the report.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ The communication arts standards were revised in 2010, consider that in curriculum review.

**Other #1 - Are all components present?**

- ☒ Yes
- ☐ No

**Other - #1:**

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☒ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☒ Identified strategies are focused on standards based instruction and resources.
- ☒ Identified strategies to reach goal are focused and clear.
- ☐ Identified strategies to reach goal are not based on data.
- ☐ Identified strategies are generalized.

**Other #2 - Are all components present?**

- ☒ Yes
- ☐ No

**Other - #2:**

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☒ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach goal are focused and clear.
- ☒ Identified strategies to reach goal are not based on data.
- ☐ Identified strategies are generalized.

**Do you want to complete the additional Title I questions?**

- ☒ Yes
- ☐ No

**Is this school a Schoolwide Title I school?**

- ☒ Yes
- ☐ No

**Schoolwide Title I - A. Instructional Program:**

- ☐ Satisfactory answer
- ☒ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☐ Answer is too general /Please be more specific or expand upon your answer

**Schoolwide Title I - B. Funding Sources:**

- ☐ Satisfactory answer
- ☒ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☐ Answer is too general /Please be more specific or expand upon your answer

**Schoolwide Title I District Improvement Plan:**

- ☐ Satisfactory answer
- ☒ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☐ Answer is too general /Please be more specific or expand upon your answer
- ☐ Improvement Supplement is missing

**Is this school identified for improvement?**

- ☐ Yes
- ☒ No

**Is the school identified for corrective action?**

- ☐ Yes
- ☒ No

**Is the school identified for restructuring?**

- ☐ Yes
- ☒ No